

The Benefits of Using Relevant Materials in Cooperative English Classrooms on Yap

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This research study investigates practices of English language teachers on Yap Island, Federated States of Micronesia, specifically on how they bridge gaps between coursebooks and the needs of English Language Learners by using relevant materials and by delivering instructions related to *Postmethod Pedagogy*. Data was collected through a questionnaire survey, interviews, and an observation checklist. The participants of this study consisted of 10 English language teachers who are currently teaching language arts (English) classes at public schools on Yap. Their home island is Yap Island, where they were raised. Results of the study revealed that the teachers on Yap use a coursebook as one of their references. They supplement teaching materials by relating the materials to students' understandings and deliver instructions with familiar and simple examples for their students. Recommendations for future research include in-person class observation, a greater number and variety of participants, and longitudinal surveys.

There are many ways to teach the English language, but most teachers use teaching materials such as coursebooks¹, handouts, and audio or visual aids. As McGrath (2016) noted, although there are arguments for and against the use of coursebooks, teachers can utilize coursebooks to plan each lesson and supplement the coursebooks if there are gaps between the contents in the coursebooks and needs of their learners. Many studies have been conducted to identify more relevant teaching practices for learners (e.g., Bomer, 2017; Eusafzai, 2015; Kusuma, 2016; Lopez, 2011; Yarmakeev, Pimenova &

¹ Coursebooks are books which are used as aids to fulfilling the aims and objectives (McGrath, 2016) of learning in a course, such as textbooks, workbooks, and exercise books. In the FSM National Government Department of Education [NDOE] (2020), a term, *textbooks and learning materials*, is used. In this paper, *materials* indicates both verbal and non-verbal materials. Materials include coursebooks, handouts, flash cards, activities, such as games and projects, oral explanations, picture books, music clips, and video clips. NDOE (2020) shows a list of recommended textbooks and learning materials; however, the Department of Education at each state provides coursebooks for schools, and teachers are in charge of selecting teaching materials.

Zamaletdinova, 2016). The concept of culture-based learning is tightly connected to relevant materials. In an English classroom, learners develop their knowledge and their skills through activities based on materials. Some studies argue for the importance of culture-based learning and agree that materials used in a classroom should be relevant to learners' lives in order to activate learners' prior knowledge for better understanding of the topic or the content (e.g., Kusuma, 2016; Yarmakeev et al., 2016).

The Federated States of Micronesia (FSM) consists of four states, one of which is Yap state.² In the FSM, multiple languages are spoken. Each state has at least one language indigenous to it. In those states with multiple islands, multiple indigenous languages may be present. Moreover, migration to and between islands may increase the number of languages further. English is officially used as the mode of instruction in schools; it is taught as content in schools, as well. Even though the native languages and cultures are valued for students to find their identities, the native languages are not taught sufficiently as reading and writing skills (Henry, 2015; Hezel, 2002). Students in the FSM do not have many opportunities to learn native languages and cultures at schools because the priority there is for them to start learning the English language as their second language (Henry, 2015; Hezel, 2002; FSM National Government Department of Education [NDOE], 1997). Local languages are used as a medium of instruction, but not as the object of instruction. It is possible that cognitive skills are not being developed to the fullest in the first languages due to lack of trained staff and lack of dictionaries, grammars, and reading materials for the local languages (NDOE, 1997). Coursebooks provided for English courses on the Yap Island, the biggest island in the Yap states of the FSM, are adapted from the United States and the contents of the coursebooks are not closely relevant to the students (e.g., FSM National Government Department of Health, Education and Social Affairs [HESA], 2015; NDOE, 1997). In such

² The author worked in a high school on Yap Island as a volunteer from 2007 to 2008, and worked at a college on Pohnpei Island, where the capital of the FSM is located, as a full-time instructor from 2012 to 2018. These experiences brought the author concerns about teaching materials and teachers' practices in English classrooms in the FSM. The author chose schools on Yap Island because the family of her husband is there, and also because Yapese people still have their traditional culture.

teaching contexts in the FSM, relevant materials considering the students' native language and culture promote the students' literacy and higher order thinking skills. Also, English language teachers play an important role in meeting the students' needs. However, few studies have described the teaching practices on Yap, in terms of relevant materials in English classrooms.

The purpose of this research was to explore and describe the Yapese English language teachers' practices on Yap. Describing these practices revealed how the teachers supplement teaching materials and deliver instruction in order to make contents of coursebooks and activities more relevant to their students in an English class. Identifying teachers' practices can help teachers become more aware of the benefits of using relevant materials in English classrooms, as well as to inform practices in this field. The more the teachers are aware, the more opportunities their students will have to learn contents in coursebooks related to their real lives. Overall, this can enhance students' motivation and deepen understanding of the topics that are taught.

The research questions in this study were:

1. What are the attitudes and perceptions of Yapese English language teachers on Yap toward coursebooks provided in English courses at public schools?
2. How do Yapese English language teachers on Yap supplement their teaching materials and deliver instructions in order to make contents of coursebooks and activities more relevant to their students?

Culturally-relevant Materials

In a teaching context, relevant materials play an important role in enhancing learners' motivation and deeper understanding of the topics that are taught. Here, what does the term relevant materials refer to? Looking into current studies, the term *relevant materials* refers to materials which are linked to learners' lives, cultures, native languages,

communities, or local cultural, political, and social knowledge (Bomer, 2017; Eusafzai, 2015; Kusuma, 2016; Lopez, 2011; Yarmakeev et al., 2016). From those studies, the author found that the concept of culture-based learning is tightly connected to relevant materials. In an English classroom, learners develop their knowledge and their skills through activities based on materials. Some studies argue the importance of culture-based learning and agree that materials used in a classroom should be relevant to learners' lives in order to activate learners' prior knowledge for better understanding of the topic or the content (Kusuma, 2016; Yarmakeev et al., 2016). Students have knowledge and competence as members of a community, so teachers should guide them towards realizing the knowledge that they have within their own culture (Bomer, 2017).

In addition, Lopez (2011) studied an example of culturally relevant teaching in a secondary school in Canada. The research examined how a teacher uses culturally relevant pedagogy in diverse English classrooms and encourages students' engagements (Lopez, 2011). According to Lopez (2011), the participants were a teacher at a secondary school and her students in the 12th grade. Data were collected from journals, classroom observations in an English class, and dialogues in meetings with the researcher and the teacher. Lopez (2011) reported, "Student voices and experiences became central in the learning and construction of knowledge" (p. 84). Culturally relevant teaching also creates cooperative learning environments (Lopez, 2011).

In the FSM, the needs of culturally relevant materials have been noted (HESA, 2015; NDOE, 1997). It was discovered that English materials in the FSM were not appropriate for instructional purposes because the settings, role model portrayal, language use, and topical issues convey a different set of values and attitudes from what should be emphasized in the FSM education system (NDOE, 1997). Even 18 years after this discovery, development of instructional materials is still required in each state (HESA, 2015). Not only should instructional strategies and materials be appropriate to the language needs and usage of the FSM students, but also the students should be introduced to

English through materials that convey content information important to the economic and social development of the FSM (HESA, 2015; NDOE, 1997). According to NDOE (1997), there have been teaching practices regarding culturally relevant materials, such as local language materials and instructional methods devised by the U.S Peace Corps; however, there are minimal studies surrounding the use of culturally relevant material on Yap, especially teaching practices by Yapese English language teachers.

English Language Teaching in the FSM

The FSM consists of four states: From east to west, Kosrae, Pohnpei, Chuuk, and Yap. Each state has one or more languages that are indigenous to the islands of that state. For some states, the indigenous language of one or more of the islands beyond the Capitol island will have a different language, and if those islanders move to the Capitol island, they usually develop bilingual clusters. According to HESA (2015), the FSM has over 13 major languages or dialects, and no two states share the same major language. English is the primary means of communication among the citizens of the different states in the FSM and the language of government and business (HESA, 2015). English serves as the second language for the FSM people when they communicate with people from different islands, and it also serves as a foreign language in many of the remote islands (NDOE, 1997). English is the first language of less than two percent of FSM students (HESA, 2015); however, textbooks and methodologies in language arts are shifting toward teaching English as if it was the first language of students (NDOE, 1997).

The education system of the FSM is based on a United States model comprised of four levels: Early Childhood Education (ECE), Elementary, Secondary, and Post-Secondary (NDOE, 2021). The ECE level is for ages 3 to 5 years; the elementary schools have the 1st grade to the 8th grade for students at ages of 6 to 13 years; and the secondary consists of the 9th grade to the 12th grade for ages of 14 to 18 yrsrs (NDOE, 2021). According to Henry (2015), students in public schools in the FSM learn local languages from kindergarten to the 3rd grade, but after the 3rd

grade, local languages are not taught as subject matter in the public schools. For FSM students, there is limited access to materials written in their native languages. These students have very little exposure at school to materials or experiences in their own native languages. Therefore, they acquire their native language speech and understanding from their surroundings (Henry, 2015).

Halsted (2015) reported results from an interview survey on Yap, FSM. The participants were asked about the level of mastery of the Yapese language, as well as their frequency and situational use of the language. The number of the participants was seven, one male and six females. The participants were born in Yap, and the age range of the participants was 15 - 38 years old. Even young, native islanders of this group, who were born into Yapese-speaking households, had very limited local language mastery and few participants responded that they had full literacy in the Yapese language (Halsted, 2015). Halsted reported (p. 7), "Although 71% considered Yapese their first language, only 43% said they could both read and write well in the language."

According to Yunick (2000), during the early days of U.S. Navy occupation from 1945-1947, and Naval administration of Trusteeship from 1947-1951, there were discussions on bilingual education where the Micronesian people would hold and value their own speech for carrying on their local affairs, yet they would also come to know English well. Yunick (2000) reported, during that time, some linguists also recommended, "Literacy initially be taught in indigenous languages and that indigenous languages be used as the medium of instruction, in opposition to the very early cram-in-as-much-English-as-possible strategy" (p. 188).

According to Hezel (2002), Micronesian people argued that identity is grounded in culture and language. They believe that culture is the most important thing to be learned in school, and local languages should be a priority even though it means de-emphasizing English (Hezel, 2002). However, the priority of teaching Micronesian languages is still low for Micronesians (Halsted, 2015; Rehg, 2004; Yunick, 2000). One of

the reasons is that there is a belief that Micronesian languages are adequate for carrying out the social functioning of Micronesian societies (Yunick, 2000), and speech is dominant over writing (Henry, 2015). Also, a lack of trained teachers has been an issue (Halsted, 2015; HESA, 2015; Hezel, 2002; NDOE, 1997; Rehg, 2004). Local languages are more often used as a medium of instruction, but are not consistently the object of instruction. Cognitive skills are not being developed in the first languages due to lack of trained staff and lack of dictionaries, grammars, and reading materials in local languages (NDOE, 1997). Rehg (2004) stated, “It is generally true that vernacular language education is of low priority compared to English” (p. 500).

In these contexts in the FSM, relevant materials considering the native language and culture of the ELLs promote students’ literacy and higher order thinking skills. Hezel (2002) stated that elements of traditional culture such as oral history can be taught along with the other goals of education. Yarmakeev et al. (2016) conducted a study about teaching local knowledge in an English as a Foreign Language (EFL) class in a university in Russia. Yarmakeev et al. (2016) stated, “Local lore serves as a key to understand a foreign culture, for a study of a foreign culture is possible only on the base of the national culture” (p. 1214). Burroughs and Marie (1995) conducted a research study in Micronesia about the context of communicating with others in his or her native language compared to communication in English, a non-native language to the participants. Questionnaires were given to college students who enrolled in the Community College of Micronesia. The questionnaire was written in the participants’ native languages. As Burroughs and Marie (1995) reported, compared to when speaking in English, Micronesian students were less anxious, more willing to initiate communication with others, and perceived themselves as more competent when they speak in their native language. Those factors are essential to language learning and can be utilized as teaching methods in English classes.

Prior studies support that when English is taught at schools in the FSM, it is necessary to consider how instructions should be delivered in order to cultivate ELLs’ prior knowledge based on their native language

and culture. Instructions should be well-balanced in the relationship between the native language and culture of the ELLs with the English language as their target language. Despite this identified need, there is no current literature which focuses on teaching practices with culturally-relevant materials delivered to ELLs in public schools on Yap.

Postmethod Pedagogy

When considering how best to use relevant materials in a teaching context, *Postmethod pedagogy* can be utilized. Postmethod pedagogy emphasizes the localization of pedagogy and celebrates local culture, teachers, and knowledge. The main strength of Postmethod pedagogy is the recognition of the socially and politically situated nature of teaching (Eusafzai, 2015). Postmethod pedagogy consists of the parameters of particularity, practicality, and possibility (Kumaravadivelu, 2003). Particularity means to be sensitive to a particular group of teachers, learners, and the contexts. Practicality refers to what teachers produce as their own personal theory of practice as they become more experienced. Postmethod pedagogy seeks to empower practicing teachers in their attempt to develop an appropriate pedagogy based on their local knowledge and local understanding (Kumaravadivelu, 2003). There exists a possibility for ELLs' experiences to help them appropriate the English language and use it in their own terms, according to their values and visions, and motivated by their sociocultural and historical background (Kumaravadivelu, 2003).

According to Eusafzai (2015), Postmethod pedagogy is an approach, which emphasizes localization of pedagogy and celebrates local culture, teachers, and knowledge. Postmethod pedagogy brings local teachers to the center and equips them to devise context specific pedagogical strategies (Eusafzai, 2015). Therefore, it is responsive to and responsible for local individual, institutional, social and cultural contexts, in which learning and teaching take place (Kumaravadivelu, 2003). As Kumaravadivelu (2003) described, the macrostrategic framework contains 10 principles for a teacher to use in the Postmethod pedagogy in a classroom context (p. 545-546):

1. *Maximize learning opportunities*: This macrostrategy is about teaching as a process of creating and utilizing learning opportunities, a process in which teachers strike a balance between their role as managers of teaching and their role as mediators of learning.
2. *Minimize perceptual mismatches*: This macrostrategy is about recognizing potential mismatches between teacher intention and learner interpretation, and what to do about them.
3. *Facilitate negotiated interaction*: This macrostrategy is about ensuring meaningful learner-learner, learner-teacher classroom interaction in which learners are entitled and encouraged to initiate topic and talk, not just react and respond.
4. *Promote learner autonomy*: This macrostrategy is about helping learners learn to learn, and learn to liberate; and about equipping them with the means necessary to self-direct and self-monitor their own learning.
5. *Foster language awareness*: This macrostrategy is about creating general as well as critical language awareness; and about drawing learners' attention to the formal and functional properties of the language.
6. *Activate intuitive heuristics*: This macrostrategy is about providing rich textual data so that learners can infer and internalize the underlying rules governing grammatical usage and communicative use; and about helping them in the process of their grammar construction.
7. *Contextualize linguistic input*: This macrostrategy is about how language usage and use are shaped by linguistic, social, and cultural contexts.

8. *Integrate language skills*: This macrostrategy is about holistic integration of language skills traditionally separated and sequenced as listening, speaking, reading, and writing; and about understanding the role of language across the curriculum.
9. *Ensure social relevance*: This macrostrategy is about the need for teachers to be sensitive to the societal, political, economic, and educational environment in which learning and teaching take place.
10. *Raise cultural consciousness*: This macrostrategy emphasizes the need to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their power/knowledge, on their subjectivity and identity.

The macrostrategy is a broad guideline. Based on this guideline, teachers generate their own situation-specific, need-based micro-strategies or classroom techniques: “What shape and form each will take will vary from country to country, from context to context, and in fact, teacher to teacher. Teachers can use the macrostrategic framework to begin to construct their own theory of practice” (Kumaravadivelu, 2003, p. 41).

Nugraha and Yulianto (2020) investigated English teachers’ perspectives towards the Postmethod pedagogy through classroom observations and semi-structured interviews. The participants were four Indonesian teachers who taught English at senior high schools in Indonesia. Nugraha and Yulianto (2020) found that the teachers strongly agreed with the principles of the Postmethod pedagogy. The teachers also strongly agreed that methods should be suited to the local needs and every English language teacher has his/her own methodology; however, they do not believe in themselves enough to produce their own teaching method (Nugraha & Yulianto, 2020).

Ahsanu (2019) conducted classroom observations, interviews, and document study on teaching perspectives and practices of English teachers who are teaching at senior secondary schools and universities

in Indonesia. Ahsanu (2019) described their teaching practices under the Postmethod paradigm and concluded that the Postmethod-oriented teaching promoted teachers to be more reflective. Ahsanu (2019) stated that with the Postmethod pedagogy, teachers were thinking about their practice, evaluating their teaching performance, making adjustments in their lessons, and making a change where necessary based on what is particular and practical in their teaching contexts.

In the literature, it has been found that culturally-relevant teaching and learning creates cooperative learning environments and promotes students' engagements. It may be a significant finding, especially on Yap Island, where students have little exposure to reading and writing in their native language. In this situation, the Postmethod pedagogy may help teachers teach the English language according to their own values and visions, and also based on their own sociocultural and historical background in Yap.

Methodology

This research study was conducted through a mixed-methods approach. Originally, it was designed to be conducted face-to-face in public schools on Yap. However, due to the travel restrictions caused by the COVID-19 pandemic, research instruments needed to be modified into online surveys.

The mixed-methods study occurred in February and March of 2021. First, the participants were asked to complete a questionnaire of 12 questions in Google Forms online survey (see Appendix A). Second, the researcher interviewed the participants via Zoom meetings online. The interview was semi-structured and took approximately 15 minutes for each teacher (see Appendix B). The interviews were recorded for accuracy, transcribed, and given back to participants to edit, confirm, or clarify responses. Last, observations were conducted of the teachers who sent a video of their English classes to the researcher. During observations, an observation checklist, devised by the researcher referring to Genesee and Upshur (1996), was used (see Appendix C) and

notes were taken by the researcher. Due to limitations of internet access and time, two participants could not respond to the questionnaire. Table 1 below shows the component of data collected.

Participants

The participants included 10 English language teachers, both female and male, who are currently teaching language arts (English) classes in public schools on Yap Island, Federated States of Micronesia (FSM). Their teaching levels vary from the first grade to the eighth grade. Their home island is Yap Island, where they were raised, and the participants have at least one parent of Yap origin. Participants' first language is the Yapese language.

Table 1

Component of Data Collected

Instruments	Data collected
Questionnaire survey (Appendix A)	Demographic information; Tendency of participants' general attitudes toward coursebooks and supplementation
Interview survey (Appendix B)	Attitudes and perspectives of English language teachers toward coursebooks and supplementation
Class observation (Appendix C)	Actual teaching practices in an English class

The participants were recruited with the assistance of Yap DOE. Due to limited communication with a coordinator at Yap DOE, the researcher could not recruit more teachers to have them participate in the questionnaire survey³.

³. Originally, the questionnaire survey was planned to be distributed at all of the public elementary schools on

Data Analysis

Table 2 below shows survey questions used in this research in order to provide answers to each research question. Data from the questionnaire were analyzed for general tendency of the participants as quantitative data.

Table 2
Survey Questions

Research Questions	Survey Questions
1. What are attitudes and perceptions of Yapese English language teachers on Yap toward coursebooks provided in English courses at public schools?	<ul style="list-style-type: none">- Is there a coursebook for the course? (Questionnaire Q1-1)- Is the coursebook relevant to students? (Questionnaire Q1-3)- Do you supplement the coursebook? Or make materials by yourself? (Questionnaire Q2-1)- Why do (do not) you use a coursebook? (Interview Q2)- What usually cause you to supplement a coursebook? (Interview Q3)
2. How do Yapese English language teachers on Yap supplement their teaching materials and deliver instructions in order to make contents of coursebooks and activities more relevant to their ELLs?	<ul style="list-style-type: none">- How do you supplement the coursebook? (Questionnaire Q2-2)- Are your students receptive to the strategies you used in class? Why do you think so? (Questionnaire Q3)- Which materials did you supplement or devise? How did you do? (Questionnaire Section 3 Specific)- What are the benefits of supplementing a coursebook? (Interview Q4)- When supplementing, what do you pay the most attention to? (Interview Q5)- Do you think that your supplementation worked? If so, why do you think so? How do you know the supplementation work? (Interview Q6)

Yap Island when the author visited each school and gets permissions from the principles; however, the author could not travel to Yap due to the pandemic situation limits upon this research survey.

Information collected from the observations was described in this paper to support discussion of how relevant materials were actually used in classes. Recordings from interviews were transcribed and coded. Significant words and/or common patterns in transcripts were marked as codes and listed in a chart (see Appendix D). The codes were compared to find similarities and differences. Similar codes were categorized as a theme. Sequences and relationships between the themes are explained in diagrams in the following chapter.

Findings

Demographics

There were a total of 10 Yapese English language teachers: Nine female and one male; ages ranging from 30 to 60 years. The participants' teaching experiences varied: Two participants had 3-4 years of teaching experience; three had 5-10; and three had 10+. Two participants did not respond to this question. Participants taught different grade levels, ranging from 1st grade to 8th grade. Presented are the results of this inquiry.

Results for Research Question One

Questionnaire

Two participants answered that there is no coursebook for their English classes, while six participants answered that they use a coursebook. Six participants answered that the coursebook they use is relevant to students, one answered undecided, and one participant did not respond to the question. All participants answered that they supplement the coursebook.

Interview

The participants collectively responded that the main reason why they use a coursebook is that teachers can get right ideas and see the

concepts of what they teach to their students. Participant 4 stated, “I familiarize myself before teaching the kids and use those reference to come up with what I need to teach the kids.” Participant 2 shared that a coursebook is used as teachers’ reference book:

“Sometimes we skip some pages just to look for the right option of the topics. And also, for me, I use a textbook as a back-up to be sure of what I’m really teaching the students. Sometimes I forget things, so I use the textbook as my back-up or just to see the part or practice I know where to fix my worksheet.” (Participant 2)

In addition to the usage as a reference book, a coursebook is also used to share the same texts and pictures which are printed and seen by the whole class at one time as another participant expressed:

In reading, we have, like, stories in there we can use. We don’t have, I don’t have access to like printing. I can print stuff online to read and stuff, but it’s a lot of inks and papers to print. So, I just use the textbook. It’s here. We have access to it. It’s enough for everyone. (Participant 7)

Participants shared that coursebooks currently used in public schools on Yap have been used for a long time, but they have not been updated.

“The book we have has been using maybe almost or over 10 years ago. It’s... they are old. We are trying to keep the book neat and clean as much as we can.” (Participant 7)

“We are very limited with textbooks, coursebooks. ... in here for 8 years old, very long time. ... We try and get the concept and we try and create our own resources.” (Participant 9)

This inquiry also revealed that coursebooks provided to the participants for their English courses on Yap do not reflect something local in Yap. As mentioned by Participant 1, “Sometimes what is in the curriculum is not in the coursebook.” Participant 7 added, “Because our

textbook is like...it talks about snow and mountains. We don't have that. And weathers... They're not related to that and it's hard for them to understand." These are the main reasons which the participants cited that Yapese teachers need to supplement a coursebook.

Observation

Two classes were observed by the researcher through videos; one was a class of 1st grade students, and the other was a class of 7th grade students. No coursebook was used in the particular classes where the videos were recorded. Instead, the teachers prepared activities and exercises by themselves according to the objectives of the classes. The objective of the 1st grade class was to identify capitalization of months. Instead of opening a coursebook, the teacher prepared colored cards, each of which showed an upper-case letter or a lower-case letter. Also, the teacher showed examples of sentences on a chalkboard without a coursebook. The objective of the 7th grade class was to identify and make a sentence using relative pronouns. The teacher prepared a handout which gave example sentences of relative pronouns. The teacher also gave oral explanations and instructions to make sentences without a coursebook.

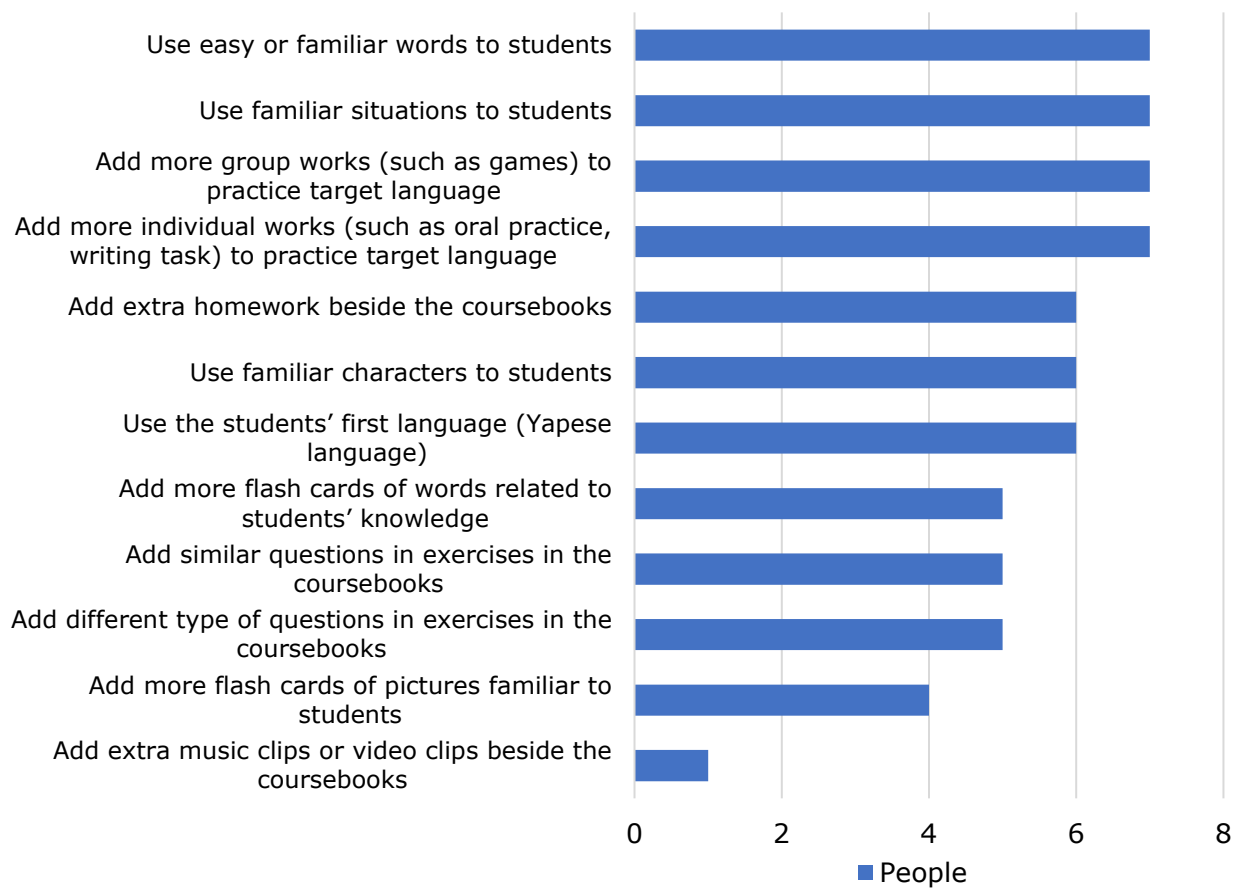
Results for Research Question Two

Questionnaire

Eight participants who responded to the questionnaire survey shared their general means for supplementing materials, as figure 1 shows. The major means of supplementation are to use words and situations that are familiar to students, and to add more group works and individual works to practice the target language. According to comments in the questionnaire survey, participants do not teach from a book, but they use ideas in it. They refer to websites of English teaching materials to devise worksheets and handouts, or they draw pictures. One participant expressed that she asks retired English teachers for ideas for activities in a classroom.

The participants shared they feel students are receptive to the strategies which they use in classes. Participant 10 stated, “My students are always receptive to the strategies. I know because I create it to fit their learning levels and also their environment and experiences. Some of them

Figure 1.



Means of Supplementation (N = 8)

related these strategies to daily living practices at home.” However, several means of supplementation should be used as Participant 9 described, “Because there are different learning abilities of the students,

most of them are receptive, but for the others I need to find another strategy that would work for them.”

Interview

One of the benefits of supplementing a coursebook is that students can understand better by using familiar words and familiar examples of their level of understanding, and by relating contents to their daily lives. Participants 9 shared, “If we don’t, the child will not understand the concept or what we’re trying to explain in order to relate it into their own understanding, all local environment, so that they can get the concept.” Participant 10 added, “We see pictures of other things that we are not familiar with because we don’t have. And me, I use other things that we’ve been seeing, we are aware of, we see every day.” Also, by showing something updated rather than a coursebook, students will be able to see what things outside of Yap look like. Participant 7 stated, “We have to come to a computer for us to show them So, they can see, even sound of animals they need to hear this sound of that. Because it’s not there for them to see.” Participant 3 added, “I like my students to be more motivated, because not all the textbooks are updated. ... They need to know more about what is going on in their environment.”

Participants shared that supplementation encourages students to learn. Participant 1 indicated, “It keeps the students interested in the class.” Participants 5 expressed, “Benefits can be... make students learn with fun, making learning fun.” Moreover, supplementation is not only for students, but it can benefit teachers as mentioned by Participants 3:

You really get to know the content yourself. ... So, I think that’s a really good thing for the teachers to supplement. That way not just students good understand, but also for the teachers. ... You have to really get to know all of the materials in order to teach the students. (Participant 3)

There are mainly three points to which the participants pay the most attention when they supplement. Those are: 1) How much familiar

to students, 2) If it is appropriate in the Yapese culture, and 3) If it is aligned to their curriculum. First, the participants pay attention to make materials more familiar to students. Participant 7 stated, "What I do is I created sentences that related to them and it helped them little by little." Participant 8 added, "I choose some topics or something that I relate it to what we have on the island. ... I focus on the learning of the kids. What did they learn in comparing to what we have and how?"

Participants also indicated they pay attention to whether or not the materials are appropriate in the Yapese culture. Participant 2 expressed, "I look also for those things that are easy and things that were also reflect back on their background." Participant 3 shared, "We have different cultures, so that's something that we have to pay attention to because culturally there is something from Internet or from whatever we made from, that might be taboo to our culture."

In addition, the participants consider if materials are aligned to their curriculum. Participant 4 indicated, "I usually look at the benchmarks and find or supplementing documents to match the benchmark." Participant 9 added, "the DOE provides some resources from the curriculum office that is linked to some of the benchmarks and standards. So, we also put abstract from there and we create our own in order to meet the students' needs."

Most of the participants expressed they feel that their supplementation worked because they have better responses from their students by supplementing materials. Participant 5 shared, "Because the students are responding more. They are engaging activities we are doing." Participant 7 added, "Sometimes when you ask a question, ... maybe they say something we did or say something that we did talk about. ... interaction with them." Also, the scores from quizzes or tests can indicate students' progress, and if students successfully learned concepts which teachers showed them by supplementing materials. Participant 3 expressed, "Either verbally or written, they have to show it to you in order for you to know whether they've learned or not." Participant 10 shared, "I put them into games, so they won't feel like

test.” Participant 2 indicated, “Giving a test, they understand better.” The participants feel that by supplementing materials they can give better supports to their students individually. Participant 7 stated, “It doesn’t always work with each student. I believe all of them have different ways of learning. Some just have to get their hands in there and fix it.” Participant 9 added, “I need to go back and get more information and try to adjust it or revise it to meet that other students, not that those students that understood, the one that is not understand.”

Observation

In the class of 1st grade, there were several activities which kept students’ attentions; a game with colored cards, short questions, copying letters, and finding and correcting a mistake in a sentence. The teacher used simple words in English to deliver instructions and sometimes followed-up in the students’ first language. The activities were authentic and relevant to the students’ needs. There were some steps to take from reviewing the differences between upper cases and lower cases to writing the word of the month of their birthdays in a sentence. The activities were also appropriate for the students’ ages and their language level. The students enjoyed picking colorful cards while they were reviewing the alphabets. During a class, there were chances for students to make a circle for a game, to sit at their desk for writing practices, or to come closer to a chalkboard for finding mistakes in teachers’ examples.

In the class of 7th grade, the teacher delivered instructions with a variety of words expressions to make sure all the students understand the concept of relative pronouns. Examples from a handout were used, but the teacher replaced a word, “concert,” which is not so related to the students with a word, “P.E.,” which students use more often. The exercises were authentic and relevant to the students’ needs because the knowledge and writing skills of using relative pronouns can be applied in their lives directly. The exercises were also appropriate in difficulty. Before an exercise of making sentences to use relative pronouns, the students had an opportunity to choose to work either individually or in a pair according to their language level and their preference of learning.

Summary of the findings

As stated above, the findings from the questionnaire survey, the interviews and the observations were presented relative to each research question. The Yapese English language teachers use a coursebook for their English language classes; however, they do not follow each part of the coursebook because the coursebooks are not updated and not aligned to their curriculum. Instead, they refer to the coursebook in order to verify the concepts as a reference book, or they show texts in the coursebook in order to share examples with all students. The teachers supplement the coursebook by using familiar words and examples to the students and by making handouts to show both something which the students do not have in their island and something which is familiar for them regarding topics they are learning. When supplementing, the participants shared that they pay the most attention to whether the supplementation is appropriate to students' understandings, if it is appropriate to their culture, and if it is matched to the curriculum.

Discussion

This study aimed to explore and describe the Yapese English language teachers' practices on Yap. The Yapese English language teachers use a coursebook in order to verify the concepts as a reference book, or in order to share examples with all students. The teachers supplement the coursebook by using familiar words and examples and by making handouts to make it more relevant to the students. When supplementing, the participants indicated that they pay the most attention to if the supplementation is appropriate to students' understandings and culture, and if it is matched to the curriculum. Data were collected from a questionnaire survey, interviews, and observations. Discussion and conclusion of these findings are presented.

Research Question One

“What are attitudes and perceptions of Yapese English language teachers on Yap toward coursebooks provided in English courses at public schools?”

Based on the responses of questionnaire survey and the interviews, it revealed that the core resource which the Yapese English language teachers utilize in teaching is not a coursebook, but the curriculum which the Yap DOE provides. They use a coursebook as one of their references and use its texts, stories, or pictures as samples. During the observations, it was noted that the teachers did not open a coursebook, but they delivered instructions with activities and exercises which they prepared for the students. It differs from the research of Kusuma (2016), which focused on the development of reading material by inserting local culture in it, whereas the teachers in this study inserted something local in their materials. Although the term Postmethod pedagogy was not used during the surveys, what the Yapese English language teachers are doing in classrooms go along with some of the 10 principles in the Postmethod pedagogy of Kumaravadivelu (2003). Their practices with the principles will be discussed in the discussion of research question two.

Research Question Two

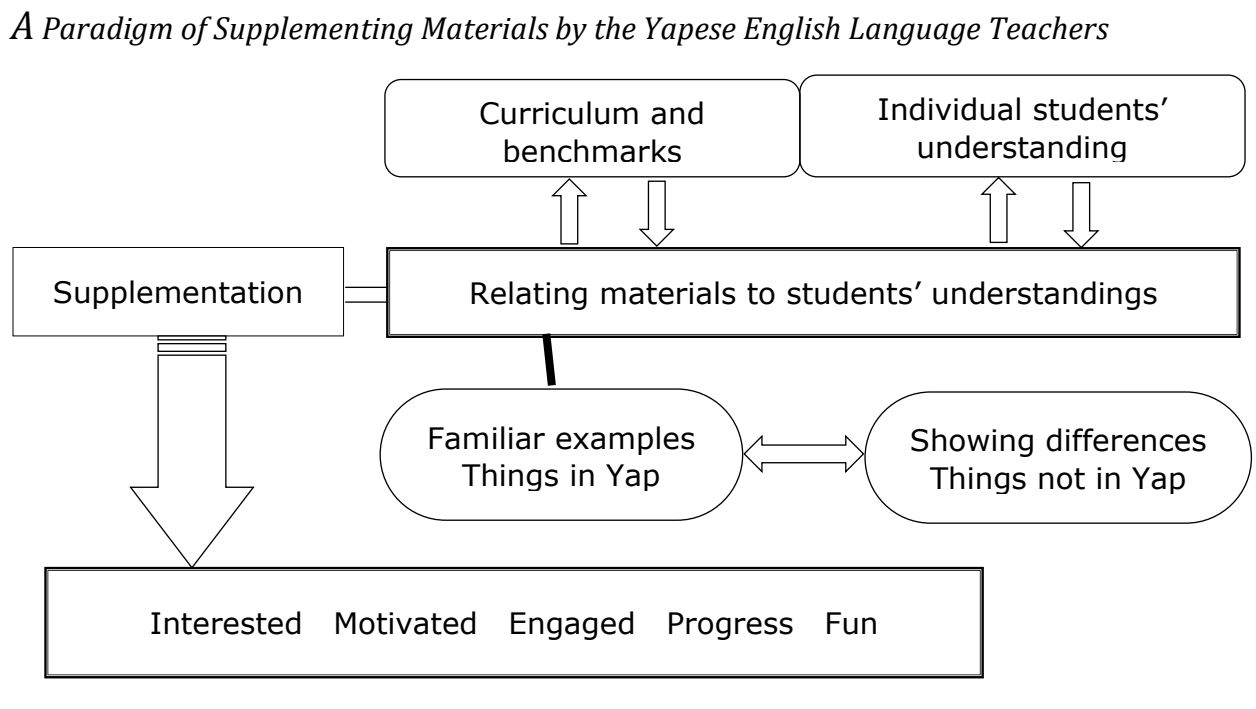
“How do Yapese English language teachers on Yap supplement their teaching materials and deliver instructions in order to make contents of coursebooks and activities more relevant to their ELLs?”

In this study, instead of following each part of a coursebook, the Yapese English language teachers devised their materials in order to adjust contents to the three aspects. First, they are sensitive to their societal, economic, and educational environment, and adjusted materials to the FSM standard, which is the macrostrategy 9, *Ensure social relevance*, in the Postmethod pedagogy of Kumaravadivelu (2003). Secondly, the teachers adjusted materials to the particular class level by drawing students’ attention to target language with well-planned explanation and activities prepared for the class, which is related to the macrostrategy 5, *Foster language awareness*, and the macrostrategy 7, *Contextualize linguistic input*, in the Postmethod pedagogy. Thirdly, the teachers adjusted materials to each student by monitoring each student’s performance in class, which is the macrostrategy 10, *Raise cultural consciousness*, in the Postmethod pedagogy.

Data from the interviews can be implicated into the paradigm, which is shown as figure 2 below. The Yapese English language teachers on Yap supplement their teaching materials by making them relate to students' understandings. In order to do so, they usually use familiar examples such as local things and local people in Yap other than examples in coursebooks. On the other hand, since the coursebooks are not updated often, the teachers also use the internet to show pictures, sounds, or videos to familiarize students with content that is not available on Yap.

When supplementing and delivering instructions, the Yapese English language teachers consider if their devised materials are aligned to the curriculum and benchmarks, and if they are appropriate to understandings of each student. The teachers keep supplementing until each student understands in their own way of learning. By doing so, each student would get interested and engaged in class, which makes learning fun for students, and leading to successful learning.

Figure 2



As Ahsanu (2019) stated that teachers are reflective and creative under Postmethod paradigm, the Yapese English language teachers observed students' reactions to reflect their strategies and make supplementation accordingly. Most of the teachers on Yap are not informed of the Postmethod pedagogy; however, their teaching practices should be highlighted and noted so that the teachers, not only on Yap but also in the similar teaching contexts, would be encouraged, more confident, and more creative in their teaching practices.

Conclusion

This mixed-method study aimed to explore and describe the Yapese English language teachers' practices on Yap. Based on the results of this study, it revealed that the teachers on Yap use a coursebook provided in English courses at public schools as one of their references and use its texts, stories, or pictures as samples or references. What they utilize in teaching as a core resource is the curriculum and the benchmarks provided by the Yap DOE. Since coursebooks are not updated and not matched to the curriculum, the teachers on Yap supplement teaching materials by relating the materials to students' understandings. According to the curriculum and the benchmark, and also, according to understandings of each student, the teachers deliver instructions with familiar and simple examples for their students.

Recommendations for Future Research

After analyzing the findings, there are some recommendations that can be offered. First, a recommendation for future research would be to have class observations in person. In this study, the researcher watched videos of classes instead of observing them in person. More observations of how each student reacts and of how the teachers deal with their reactions are needed to describe a variety of supplementation. A second recommendation would be to include more varied participants. This study was conducted within the confines of the public elementary and middle schools on Yap. Also, the participants were only teachers from Yap Island. Teachers in higher education or teachers from outside of Yap

may have different perceptions and strategies of supplementation. Moreover, a similar study conducted with teachers who teach other subjects rather than English language would be beneficial. English language is used as a medium of instruction in other content areas, where teachers may supplement materials according to students' understandings. It would be beneficial to describe the means of supplementation and share them with teachers in similar teaching contexts. Finally, longitudinal surveys would be effective in future studies to see the effects of the teachers' practices and patterns of supplementations according to students' progress.⁴

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⁴ **Disclaimer:** The activity, which is the subject of this report, has been authorized by the Yap Department of Education. However, the opinions expressed herein as well as the methods utilized, do not necessarily reflect the position of the Department. No official endorsement by the Department or the Government of Yap should be inferred. The author accepts full responsibility for the methodology and for the contents of this document.

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Appendix A

Questionnaire Survey

Research Question

1. What are attitudes and perceptions of Yapese English language teachers on Yap toward coursebooks provided in English courses at public schools?
2. How do Yapese English language teachers on Yap supplement their teaching materials* and deliver instructions in order to make the contents of coursebooks and activities more relevant** to their ELLs?

*materials = coursebooks (textbook and workbook), handouts, flash cards, activities (such as games), oral explanation, picture books, music clips (such as CD and mp3), and video clips (such as DVD and YouTube)

**relevant = related and appropriate to students' knowledge, age, cultural background, language level

Section 1. About you

I am ... <input type="checkbox"/> female <input type="checkbox"/> male <input type="checkbox"/> prefer not to say
Which is the range of your age? <input type="checkbox"/> under 19 years old <input type="checkbox"/> 30 ~ 39 years old <input type="checkbox"/> 50 ~ 59 years old <input type="checkbox"/> 20 ~ 29 years old <input type="checkbox"/> 40 ~ 49 years old <input type="checkbox"/> 60 years old or above
How many years have you taught English as a content? <input type="checkbox"/> less than 1 year <input type="checkbox"/> 1-2 year(s) <input type="checkbox"/> 3-4 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> more than 10 years
Which grade are you currently teaching English? <input type="checkbox"/> 1st grade <input type="checkbox"/> 2nd grade <input type="checkbox"/> 3rd grade <input type="checkbox"/> 4th grade <input type="checkbox"/> 5th grade <input type="checkbox"/> 6th grade <input type="checkbox"/> 7th grade <input type="checkbox"/> 8th grade

Section 2. About a language art (English) class (Please think of the grade you declared above)

Q1-1: Is there a coursebook for the course? No Yes → Please answer the questions below.

Q1-2: If yes, the coursebook title: ()

Q1-3: Is the coursebook relevant to students? Agree Undecided Disagree

Q2-1: Do you supplement the coursebook? Or make materials by yourself?

No Yes → Please answer the two questions below.

Q2-2: If yes, how do you supplement the coursebook? (can be more than one)

activities

- Add more flash cards of pictures familiar to students
- Add more flash cards of words related to students' knowledge
- Add more group works (such as games) to practice target language
- Add more individual works (such as oral practice, writing task) to practice target language
- Add extra music clips or video clips beside the coursebooks

exercises in the coursebooks

- Add similar questions in exercises in the coursebooks
- Add different type of questions in exercises in the coursebooks
- Add extra homework beside the coursebooks

oral explanation

- Use easy or familiar words to students
- Use familiar characters to students
- Use familiar situations to students
- Use the students' first language (Yapese language)

other (If any, please describe how you supplement the textbook)

()

Q3-1: Are your students receptive to the strategies you used in class? No Yes

Q3-2: Why do you think so?

Section 3. Specific (Please provide examples to describe the answers above specifically.)

Q1: Which materials?

Q2: How did you supplement or device materials?

ex1. Writing exercises in All about ABC (prephonics): Used extra handouts to trace small letters.

ex2. Vocabulary in We Can 2 Unit 4: Added two more adjectives (hot and cold) to explain concept of opposite.

Thank you so much for your time!!

Appendix B
Interview Questions

Q1: Do you use a coursebook?

Q2: Why do (do not) you use a coursebook? (What are the benefits of using a coursebook?)

Q3: Do you supplement the coursebook? If so, what usually cause you to supplement a coursebook?

Q4: What are the benefits of supplementing a coursebook?

Q5: When supplementing, what do you pay the most attention to?

Q6: Do you think that your supplementation worked? If so, why do you think so? (How do you know/access the supplementation work?)

Appendix C

Observation Checklist

Date		Grade		Teacher #	
SLOs of this lesson / Objectives of teaching					

Materials/Activities in the coursebook							
1	Do the materials/activities match the instructional objectives?				Yes	No	
	No	Why not?					
		How does the teacher deal with it?					
2	Are the materials/activities relevant to the students' needs (good practice for what they need to improve)?				Yes	No	
	No	Why not?					
		How does the teacher deal with it?					
3	Are the materials/activities authentic (relevant to the language use in students' lives)?				Yes	No	
	No	Why not?					
		How does the teacher deal with it?					
4	Are the materials/activities appropriate of difficulty (language level)?				Yes	No	
	No	Why not?					
		How does the teacher deal with it?					
5	Are the materials/activities age -appropriate?				Yes	No	
	No	Why not?					
		How does the teacher deal with it?					
6	Did the students find the materials/activities interesting?				Yes	No	
	No	Why not?					
		How does the teacher deal with it?					

Supplementation			
Activities			
1	Add more flash cards of pictures familiar to students	Yes	No
2	Add more flash cards of words related to students' knowledge	Yes	No
3	Add more group works (such as games) to practice target language	Yes	No
4	Add more individual works (such as oral practice, writing task) to practice target language	Yes	No
5	Add extra music clips or video clips beside the coursebooks	Yes	No
Exercises in a coursebook			
6	Add similar questions in exercises in the coursebook	Yes	No
7	Add different type of questions in exercises in the coursebook	Yes	No
8	Add extra homework beside the coursebook	Yes	No
Oral explanation			
9	Use easy or familiar words to students	Yes	No
10	Use familiar characters to students	Yes	No
11	Use familiar situations to students	Yes	No
12	Use the students' first language (Yapese language)	Yes	No

Notes

Appendix D

Transcript and Comparison Chart

Q2: Why do (do not) you use a coursebook? (What are the benefits of using a coursebook?)

Participant number	Answers	Codes Key words	Related themes
1			
2			
3			
4			
...			

Q3: Do you supplement the coursebook?

If so, what usually cause you to supplement a coursebook?

Participant number	Answers	Codes Key words	Related themes
1			
2			
3			
4			
...			